

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy (2024-25), how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Beechcliffe School
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	49.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Michelle Nichols, David Prosho (Heads of School)
Pupil premium lead	Rob Slater/Stephen Billcliff
Governor / Trustee lead	G Logan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,400
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,400

Part A: Pupil premium strategy plan

Statement of intent

Keighley Site

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see some variance in end of year assessment outcomes for disadvantaged pupils across the school in the area of Using and Applying their maths skills, and knowledge. Disadvantaged pupils in Post 16 achieve in line with their peers.

This can impact disadvantaged pupils' ability to access:

- Progression to further education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that appropriate high-quality work experience, careers guidance, and further education guidance is available to all for whom it is appropriate. Alongside this will be a calendared programme of enrichment activities which promote all pupils to attend and will impact on their social interactions in places other than school. These programmes will be residential visits, day visits and engagement in school activities. The intention of these is to continue to develop all our pupil's access to cultural capital.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for their lives after school.

Thackley Site

Beechcliffe School is committed to ensuring that all students achieve and make good progress. Our aim is to use our pupil premium funding to support positive outcomes for our disadvantaged learners. Whilst socio-economic factors are not necessarily the

primary barrier for our students, we recognise that disadvantage can be a factor that separates them from their peers, particularly in respect to achievement, personal development, behaviour and attitudes, employability and social opportunities.

We believe the way to tackle this is through quality teaching offering a well-balanced and sequenced curriculum which equips learners with the knowledge and cultural capital they need to succeed in life.

We maximise the use of our pupil premium funding by utilising a long-term strategy aligned to the School Improvement Plan (SIP). This enables us to implement a blend of short, medium and long term interventions.

Our strategy has at its heart, the development of reading and literacy skills, particularly for those who have not yet mastered synthetic phonics. The love of books and reading is a key driver for the strategy because we know that without the rich vocabulary necessary for success, those vocabulary deficits widen and that reduces life opportunities.

A personalised approach to teaching increases student engagement in learning and supports them to progress in areas that will most impact in their adult lives. The focus on reading, social communication, emotional regulation, physical and emotional well-being enables our students to develop the skills they need to be the most successful they can in their adult lives.

Additionally, our strategy has a real focus on the recovery of continued mental health difficulties. Mental health in terms of challenging behaviour can affect learning and we understand the need to support and aid recovery. Early adverse childhood experiences and trauma can also lead to residual difficulties. Our aim is to help young people move into positive emotional and relational health, which in turn has a positive impact on their behaviour and learning.

Embedded in school is Trauma Informed Practice which provides a safe environment for students to allow them to flourish and achieve their personal and academic potential. Our pupil premium funding also supports a number of therapeutic approaches to sit alongside quality teaching to address the needs of the whole child. Based on this complete understanding of the needs of our students, with formal and informal assessments in place, we can be sure that we offer them the relevant skills and experiences they require to be prepared for adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
Keighley	
1	Assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress can be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., social skills, confidence and independence.
Thackley	
1	Achievement on entry generally is significantly well below expected levels. Research shows that barriers to learning with complex needs vary, overall academic progress tends to be lower for students who are disadvantaged. And vocabulary deficits also impacts on language acquisition and comprehension. Many of our students have gaps in their knowledge in reading, phonics and maths.
2	High levels of physical and emotional regulation needs impacts on access to learning and general wellbeing. Students require a rich set of experiences including opportunities that develop character and interest in the wider community to enrich the cultural capital necessary for future adulthood and participation in the world of work and community.
3	Social and emotional challenges that are long term and complex can result in poor mental health and wellbeing. The provision of therapeutic interventions critical for long term healing are necessary in order to better prepare student for learning in the classroom. Students need support to help develop resilience, self-esteem and confidence.
4	Social deprivation of our students is higher than national average, 74 % of our students receive FSM and Bradford is currently ranked as the 5 th

	most income deprived Local authority in England. Long-term poverty and low future aspirations are evident; we ensure students access a highly aspirational offer and gain ambition so that they are not further disadvantaged.
5	Good attendance can be a challenge for some of students. On entry they often have low attendance due to a raft of reasons. These persistent absentees struggle to engage with school, often due to severe mental health issues. We work with these families to try re-engage the students; with our nature-based child centred approach. We show care and take a holistic approach to learning. We break down barriers with parents with targeted support groups, sign posting them to external support and engaging them with coffee mornings etc to foster home school links. With the harder to reach families within the community we have key workers, through our 'Taylor Made Program' who make regular visits to families.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome (Keighley)	Success criteria (Keighley)
Improved attainment for disadvantaged pupils in all subjects, notably maths and English, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments annually and at the end of our strategy in 2024/25. An increase in the number of disadvantaged pupils entered for external accreditations and other awards, particularly maths and English. Results show a reduction in the attainment gap between disadvantaged pupils and their peers with all pupils achieving externally accredited awards at KS 4 and Post 16.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan outcomes. Through impact of communication interventions and review of outcomes set by Communication Lead
Disadvantaged pupils have greater confidence and independence to help	Through observations and discussions with pupils and their families.

<p>them engage more with the wider community and prepare for adulthood.</p> <p>Proportion of disadvantaged pupils attending enrichment activities is in line with the percentage of disadvantaged pupils in school.</p>	<p>Promotion of enrichment activities is targeted at disadvantaged pupils through increased parental engagement with meetings, parents' evenings, personal phone calls.</p> <p>Through increased numbers of disadvantaged pupils accessing enrichment activities such as residential, day trips, Duke of Edinburgh Award.</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged pupils (where appropriate) are able to access high quality work experience and careers mentoring.</p> <p>By the end of 2024/25, disadvantaged pupils (where appropriate) are progressing to further education at the end of KS5 in the same numbers as their peers.</p>

Intended outcome (Thackley)	Success criteria (Thackley)
<p>Students will increase their levels of independence and confidence in accessing daily routines in school. Students will experience an ambitious curriculum with structured steps to support them.</p> <p>Students will be able to access post 16 destinations in further education or training</p>	<p>Student anxiety relating to routine will significantly decrease. They will demonstrate increase independence at accessing the routines. They will acquire knowledge and skills through a well-planned and ambitious curriculum.</p> <p>Leavers will have experienced work experience, visits to further education institutions or training providers, and will have received careers guidance to support with their pathways.</p>
<p>Improve numeracy and literacy skill, relative to starting points as identified by baseline assessments.</p>	<p>Students will demonstrate increased engagement and enjoyment in reading for pleasure and gain cultural capital. Students will expand their emotional and social literacy, their empathy and imagination. Increased progress will be captured through engagement and English assessment data. Early reading</p>

	skills, particularly phonics, are being addressed so that learners can access more complex texts.
Students will develop independence and confidence through accessing a variety of experiences outside the classroom environment. This will enrich the curriculum and expand students' life experiences. Students will learn about independent travel via travel training and develop their confidence.	Students will be able to demonstrate through increased confidence their ability to interact with people around them. The experiences they will gain will develop their interests and strengthen emotional resilience.
Students will access a range of therapeutic strategies to support them with physical and emotional regulation	Challenging behaviours are minimised and students are supported with their physical and emotional regulation and wellbeing. Students know how, who or what to access to keep themselves safe. Progress to be captured through engagement and behaviour data.
Students will regularly attend school	Student attendance should improve and they will engage in school routines; their attainment will improve through their regular access to teaching and learning and receive support to improve their mental health and emotional resilience. Progress to be captured through attendance data.

Activity in this academic year

This details how we intend to spend our pupil premium this **academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Keighley Budgeted cost: £45,000		
Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop a communication intervention worker who will work alongside the TLR for Communication to implement interventions that impact positively on pupils' communication and interaction.	<ul style="list-style-type: none"> • S&L assessment data • EHCP Outcomes • Intervention outcomes and impact is measured and shows positive impact for all pupils • EEF Personal Social and Emotional Development (educationendowmentfoundation.org.uk) • EEF Communication and Language (educationendowmentfoundation.org.uk) 	1, 2, 3, 5
To continue and further enhance the capacity to deliver interventions in support of positive behaviour, mental health & well-being leading to better attendance, an improved readiness to learn, culminating in improved engagement and learning outcomes	<ul style="list-style-type: none"> • Expanded range of interventions • Staff CPD increase range and knowledge of intervention delivery and impact • Intervention outcomes and impact is measured and shows positive impact for all pupils • Behaviour data used to show positive correlation and impact • Behaviour interventions EEF (educationendowmentfoundation.org.uk) 	1,2,3,5
To improve the performance of pupils in reading, comprehension and writing in the English Curriculum	<ul style="list-style-type: none"> • Guided reading, phonics, vocabulary CPD delivered to staff (Teachers and SNTAs) • Reading is embedded in the timetable through phonics, guided reading and English lessons. • Reading assessment data. (SSRT. Teacher Assessments) will show disadvantaged pupils achieve in line with their peers. 	1, 2, 3, 5

	<ul style="list-style-type: none"> • Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) • EEF Communication and Language (educationendowmentfoundation.org.uk) 	
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Thackley		
Budgeted cost £17,820.00		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning Responsibility payments</p> <p>Mental Health Support Practitioner (specialist in inclusion and SEMH and also targets LAC)</p> <p>Outdoor Learning Adviser to support with the development of outdoor visits and experiences</p> <p>Resources to develop outdoor learning</p>	<p>Teaching teams with specific, identified responsibilities and accountability make for clearer understanding of pathways that support learning. By constantly building and developing teaching staff this translates into improvements in teaching of the curriculum.</p> <p>Outdoor learning resources offer pupil premium students' hands on engaging experiences which enhances their understanding of the curriculum whilst also improving focus and motivation and help to build confidence, teamwork and communication skills and wellbeing and can lead to improved academic outcomes.</p>	1,2,3,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Keighley Budgeted cost: £20,674		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue and further enhance the capacity to deliver academic interventions in support of positive academic outcomes.</p> <p>A significant proportion of the pupils who receive interventions will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 5

Thackley Budgeted cost £12,000		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group literacy workshop and 1:1 tuition for offsite students</p> <p>Resources to support with literacy and books to promote and encourage reading</p>	<p>Small group interventions are known to impact significantly on individual progress. The impact of targeting interventions will benefit those disadvantaged but also those who continue to be phonetically insecure.</p> <p>Students need a range of language and literacy texts, with different media, genres and a wide range of content topics</p> <p>Maths resources need to be motivating and carefully selected to support the implementation of maths in the school.</p>	1,3,4,5

Resources to support the development of the maths strategy	'Taylor made program' provides support for hard-to-reach families. They engage with parents and students and provide tutoring for students within the home setting.	
Targeted support for hard-to-reach families		

Wider strategies (related to enrichment and cultural capital)

Keighley Budgeted cost: £3500		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all pupils in school have access to at least 1 enrichment activity that further develops their experiences of cultural capital	We have successfully introduced a residential activity for each key stage to access. We will calendar additional enrichment activities that all pupils are able to access, which ensures all disadvantaged pupils attend. Using pupil premium to enrich cultural education A New Direction	4

Thackley Budgeted cost £12,556 plus adviser		
Activity	Evidence that supports this approach	Challenge number(s) addressed

Counselling and therapeutic offer	We know that the challenges some of our learner's face are as a result of adverse childhood experiences and/or trauma and loss. Those lived experiences impact (and continue to impact) negatively upon academic attainment and attendance. The strategies we employ are steeped in evidence and research that our Trauma Informed Approaches are proven to help students to be classroom ready.	2, 3, 4,5
Educational trips/residential/visitors to school		
Minibus drivers to facilitate visits off site		
Family support	<p>By providing support and counselling with a holistic approach families and students can be supported which can lead to improvements in attendance, behaviour and wellbeing.</p> <p>Opportunities to engage in trips and visits and to be inspired by arrange of visitors provides students with a wide variety of experiential learning and opportunities for personal development that builds on greater participation in community-based activities.</p>	

Total budgeted cost: £69,324 (Kly)

£42,226 (Thly)

Total = £111,550

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Keighley – Communication: To develop a teacher lead curriculum group to implement improved communication practice and technology. Outcome 1: Data indicates that pupils who are disadvantaged make above expected progress in both speaking and listening when compared to their non-disadvantaged peers. Outcome 2: The number of switches available in school has increased. The use of these in the curriculum has increased alongside an improved curriculum for the sensory groups. Eye gaze technology is being trialled in school for pupils who need this approach. Outcome 3. Various communication passport formats have been trialled with varying success and an agreement on a template for this will be introduced this academic year with the sensory classes.

Keighley - Improving capacity of behavioural interventions. Outcome 1: Expanded animal, art, play and Lego therapy provisions have increased with staff CPD and expertise expanded. Outcome 2: Staff to be trained in Attachment and Trauma informed practice and foetal alcohol syndrome. All staff were involved in 2hrs of CPD from the virtual school in Bradford which has impacted on staff knowledge and expertise.

Keighley – English Curriculum – improved writing progress. To improve the performance of pupils in the written components of English curriculum. Outcome 1: Progress data for writing indicates that disadvantaged pupils made above expected progress when compared to their non-disadvantaged peers. Outcome 2: Talk for writing embedded in curriculum and staff have received CPD on the positive impact of this in lessons.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
N/A	N/A
N/A	N/A